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AUTHOR Chandler, Cynthia K.
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ABSTRACT

This document presents the curriculum design for a multicultural counseling course for the master's degree program in counselor education at the University of North Texas. The main objectives of the course are helping students to: (1) develop a multicultural perspective on counseling; (2) understand barriers to effective multicultural counseling; (3) become familiar with current issues and concepts in multicultural counseling; (4) develop skills and strategies for counseling multicultural and specific populations; and (5) apply theoretical concepts to multicultural counseling. Lectures are described as being designed around the following major topic areas: developing cross-cultural awareness; counseling Hispanics; counseling African-Americans; counseling Asian-Americans; counseling Native American Indians; counseling women; and counseling lesbians and gay men. The textbook for the class is noted, the class format is given, and specific class sessions are described. Course requirements are listed and explained. Student evaluations of the course are briefly reviewed and samples of student statements concerning the value of the class are included. A sample syllabus and final examination study guide are appended. Lecture material is drawn from a wide variety of sources which are listed in a selected reading list in the appendix. (NB)

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# Multicultural Counseling Instruction: A Suggested Curriculum Guide

Cynthia K. Chandler, Ed.D.

Assistant Professor
Department of Counselor Education
University of North Texas
Denton, Texas 76203
(817) 565-2914

Presented: Texas Association for Counseling and Development (TACD), 1991 Conference, Dallas, Texas.

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The University of North Texas has the largest master's degree program in counselor education in the state and is currently the only program in Texas accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program is designed to meet the state course requirements for application as a licensed professional counselor, and a part of this requirement includes a graduate-level course in multicultural counseling.

The course, entitled "Counseling the Culturally and Ethnically Different," is offered every semester, each fall and spring term and each summer session. The approximate enrollment for the course is about thirty students per semester. The purpose of the course includes the development of counseling skills and strategies based upon the special needs and characteristics of the culturally and ethnically different client. The philosophy of the course parallels a cross-cultural awareness model by Christensen (1989) which suggests that development is enhanced through exposure to a variety of multicultural information and experience with culturally and ethnically different persons.

This article is a presentation of the curriculum design for the multicultural counseling course for the master's degree program in counselor education at the University of North Texas. A sample syllabus and final examination study guide are provided (Appendix A). Lecture material is drawn from a wide variety of sources which are provided in a selected reading list (Appendix C). The selected reading list is updated on a semester by semester basis to maintain an accurate reflection of multicultural issues by current literature. Articles and books from the selected reading list are kept on reserve in the departmental library for easy access and use by all students and faculty.

The main objectives for the course are based on recommendations for achieving competency in "Multicultural and Specific Populations Counseling"

(Chandler, 1990). The course objectives direct the student to: 1) develop a multicultural perspective of counseling, 2) understand barriers to effective multicultural counseling, 3) become familiar with current issues and concepts in multicultural counseling, 4) develop skills and strategies to counsel multicultural and specific populations, and 5) apply theoretical concepts to multicultural counseling.

A primary activity for the instruction of multicultural counseling is lecture and discussion. Lectures are designed around seven major topic areas, 1) developing cross-cultural awareness, 2) counseling Hispanics, 3) counseling African-Americans, 4) counseling Asian-Americans, 5) counseling Native American Indians, 6) counseling women, and 7) counseling lesbians and gay men. Due to the limited amount of time available in one semester to provide a comprehensive presentation, these seven major categories were selected as the primary focus for lecture material. These four ethnic populations were chosen as primary areas of focus because they are the four largest ethnic groups currently in the United States. These two non-ethnic populations were chosen because there is currently the greatest amount of violence and discrimination against these two non-ethnic populations in this country (Atkinson and Hackett, 1988; Herek, 1989). These are also the only seven categories the students are held responsible for on the final examination. However, students are encouraged to explore, and often do, other cultural and ethnic groups while fulfilling the remaining course requirements. The most commonly chosen areas of study by the students, in addition to the previously designated groups, include the: elderly, physically challenged/disabled, Jewish population, and international students.

Lecture material is drawn from the most recent findings in professional books and journals. An assortment of resources from which lecture material is gathered is provided in the selected reading list (Appendix C). The current

textbook for the course is Counseling the Culturally Different: Theory and Practice (second edition), by Sue and Sue (1990). The course is taught once per week in a three-hour time slot. The first two class periods (six contact hours) are utilized to sensitize students to prejudicial and stereotypical attitudes and beliefs. The first class is spent reviewing course requirements and involving students in experiential exercises to deepen awareness regarding the effect of belief systems upon group identities. The instructor begins with a class discussion regarding various groups one can belong to, for example, different parts of the country or world one is from, ethnicity, socioeconomic status, religious groups, community groups, gender, lifestyle, hobbies, etc., and how these groups reflect and influence our beliefs about ourselves and others.

The next exercise during the first class session involves pairing each student together with someone the student does not know in the class. Students are first asked to spend ten minutes getting to know one another and all of the various groups each identifies with, i.e. being a parent, a woman, a man, a student, white, black, Girl Scout troop leader, etc. This exercise allows an opportunity to explore one's own cultural autobiography which, according to Christensen (1989), is an important first step in gaining cross-cultural awareness. There is a short period of sharing with the rest of the class about what was learned by this exercise and how it was personally meaningful for each person. Then students are asked to get back with the same partner, pick one group that they identify with the most and tell their partner everything they dislike about their own group. During the overall class discussion following this exercise, most student comments reflect the message, "I didn't realize I had negative beliefs about my own identity group." Now students are asked to pair off with the same partner again and share what they do like about their own identity group. Again, the class reconvenes to share the experiences of others.

The general discussion also includes how belief systems about identity groups, including one's own group and other groups, can lead to stereotypes and biases toward groups. These exercises begin to personalize the process of connecting identity with belief systems and to assist students in realizing how stereotypes and prejudices evolve. To maintain an awareness of this process is to aid in the understanding and acceptance of others.

During the second class period, the students participate in an exercise which involves dividing into groups of about four or five each and discussing the following issues: 1) Why do people hold prejudicial or stereotypical attitudes toward another cultural group?; and 2) What would you say to someone whom you just heard verbalize a culturally derogatory statement? Student groups are then asked to give their group a 1) team name, 2) motto or purpose, and 3) cheer or song that represents their purpose. Students are given ample time (about thirty to fourty-five minutes) to create, and practice their assignment. The groups then make a presentation to the class on their name, motto or purpose, and cheer or song. The presentations are done with a lot of fun and fervor. One of the more favorite team names that a student group came up with was, "The Bigot Busters." Songs and cheers ranged from football yells to rap songs to renovations of nursery rhymes, i.e., "Ole' North Texas had a course, ei, ei, o; and in this course we learned awareness, ei, ei, o," etc. (a take-off from "Ole' McDonald Had a Farm"). Then each group presents a summary from their earlier small group discussion regarding why people hold prejudicial or stereotypical attitudes and what one would say to someone who makes a prejudicial statement. The class concludes with a discussion and role-playing of: the types of things one can say to someone who has just made a prejudicial derogatory statement, appropriate versus inappropriate settings/circumstances for each type of response, and the type of reaction one can expect to get when responding to the

derogatory statement in each way. The types of responses to derogatory statements discussed often include: 1) to ignore it, 2) to confront it, and 3) to educate the person in a polite and caring way about the possible consequences of making such a statement.

The experiential exercises of the first two class periods bring a sense of personal meaningfulness to the study of multicultural counseling through an awareness of personal belief systems and their impact on identity. These exercises also seem to build a bond of familiarity and comradery between the students which extends beyond the classroom. The third class period focuses on the exploration of Christensen's (1989) developmental awareness model and Smith's (1985) life stress model and recommended counseling approach in working with minorities in general. The fourth class period explores various terms and issues related to multicultural studies, i.e., assimilation, accomodation, prejudice, discrimination, public policies, socioeconomic status, educational level, testing and assessemnt biases, common barriers which interfere with effective counseling, and professional ethical considerations, etc. Most of the remaining eleven class periods (thirty-three contact hours) involve a presentation by the instructor and/or guest speakers on the following issues for each of the primary culture groups: historical and current social and political concerns, primary family and cultural values, common client concerns and presenting problems, conceptualization of the multicultural client through personality, developmental and family theories, and the most effective counseling strategies in working with each population.

To supplement the lecture material, guest speakers who represent a variety of cultures are frequently invited from the community. Occasionally, documentary-type videotapes and films on current and historical events are utilized to supplement lecture material. Thus far, the films and videos shown

in this class have included: Eyes for the Prize (parts one and two), The Vernon Johns' Story, The Color Purple, and Stand and Deliver. Due to time limitations, an average of one film or video is presented per semester. There are a multitude of films and videos available on many cultures. Instructors are encouraged to check with their media libraries and local video rental stores for resources. Throughout the semester, students are encouraged to bring in articles regarding current cultural and ethnic issues and events from their hometown newspaper to share with the class.

Additional course requirements include: 1) multicultural and specific populations journal article analyses, 2) a cross-cultural critical incident presentation, 3) a taped cross-cultural educational interview, 4) and a final essay examination. To complete the article analyses requirement, students must select and critique two articles on multicultural issues, education, health or counseling from the journals of their choice. The articles for this exercise must be from the past ten years, unless established as a landmark article. The students may select articles regarding any multicultural or specific population they choose. They may not, however, use articles or books listed on the "final examination study guide." This exercise is designed to encourage students to seek and to locate additional resources on their individual interest area or areas and reinforces the idea of utilizing the literature review process as a continuing educational tool. Worthwhile articles reviewed by students, which are not already a part of the departmental library, are integrated into the multicultural library of the department for use by all faculty and students. This process assists in maintaining the recency and diversity of the departmental library.

The critical incident presentation requires each student to develop an account of an intercultural interaction whose outcome was problematic. The

situation or incident should present an area of conflict of cultures, values, standards or goals and should be one where the solution is not obviously apparent or where there might be considerable controversy regarding the most appropriate or effective action to be taken. An example critical incident is provided in Appendix B. The critical incident is presented in a ten-minute, open-class discussion format. The students are encouraged to discuss ideas for intervention. This exercise serves to enhance the development of a multicultural perspective toward counseling and education.

Each student in the class is required to make a twenty-minute audio or video tape of an educational interview with an individual outside of class who is from a culture which is significantly different from the student's culture. Students choose from a variety of cultures depending upon their individual interest (i.e., the disabled/physically challenged, the aged population, international visitors, international immigrants, native ethnic populations, women, gay or lesbian persons, individuals representing various religious sects, etc.). Students inform their interviewees that this is strictly an educational interview and not meant to be a counseling session. Also, the only person who will listen to or view the tape in addition to the student will be the professor of the class. Suggested interview guidelines encourage the student to inquire, at a minimum, about the following issues: 1) What culture or cultures does the interviewee primarily identify with? 2) Are the interviewee's values and lifestyle the same or different from that of his or her parents? 3) What does the interviewee see as some of the advantages to belonging to his or her culture? 4) What does the interviewee consider to be some of the disadvantages to belonging to his or her culture, especially in relation to living in the United States (i.e., cultural differences, discrimination, language barriers, etc.)? 5) What other things can the interviewee share with the interviewer regarding his

or her culture (i.e., daily-living issues, traditions, values, language, dress, celebrations, etc.)? This exercise allows the student to become familiar and more comfortable with the process of asking an individual about his or her culture. Feedback regarding the interview exercise from students and from the interviewees of students have been extremely positive. It was reported that the interviewee felt a sense of genuine concern about his/her culture by the student and appreciated an opportunity to share these ideas and values with someone who really seemed to care to learn. The interviewers reported this exercise as very educational and enjoyable. They claimed to have gained not only more information about another culture, but also a greater sensitivity to another's values and ideas.

The final examination is designed to be a comprehensive activity which allows the student to integrate information that has been learned from this particular, semester-long multicultural experience. The final examination is a take-home, essay exam. The students are presented with the examination on the first day of class in the form of a study guide attached to the course syllabus. The students are allowed the entire semester to complete the examination which is due at the end of the semester. In writing the examination, students are required to include material from the lectures, the textbook, from the official final examination study guide, and may include additional material if they wish. Although students are encouraged to study together and to share ideas, each student is required to write an original examination, independent from the other students' work.

## Discussion

This course is designed to provide the students with a comprehensive understanding of multicultural concerns along with skills and strategies for working with various populations. The instructor presents information in a

positive atmosphere in an attempt to bring individuals closer together while sharing and learning about differences. The students' evaluation of this course was highly favorable. Using an official University annonymous survey, based on a scale of one to five (five=excellent, four=above average, three=average, two=below average, and one=poor), the most recent overall rating of the course by all thirty-one students enrolled in the course presented a mean score of 4.69. Eleven of thirty-one students added unsolicited written statements to the bottom of the evaluation. These statements were all positive:

> "Excellent class, excellent professor. Only one other professor that I have had can compare."
>
> "This class is (the) best one in the counselor education program. The instructor is very enthusiastic and very knowledgeable and open. This course has helped me to new levels of of thinking. Thanks!!"
>
> "This has been an excellent class!"
>
> "I truly enjoyed this class. I learned a great deal!!"
>
> "I really liked the day we had (the) class discussion on spirituality. A lot of people shared ideas, as you did. I also really liked the critical issues because I felt it was a good overview of situations we may face as well as a good way to look at a variety of options and think about how we'd handle it."
>
> "I think this class was one of the most helpful, professionally. The instructor made it fascinating and easy to learn so much information in such a short time. Thanks."
>
> "This has been an excellent class. Very eye-opening!"

"She is an excellent instructor! I learned a great deal from her."

"(The instructor) knows her material well. What I did learn was that I am biased and I will work on that. The take home test was a bit 'heavy.' I enjoyed the class a lot! She (the instructor) definitely doesn't exhibit any discrimination of her students."

"I have learned a tremendous amount from this professor - I'll take more classes with her."

"Excellent class! Excellent instructor!"

In addition to knowledge and skills gained by the students in the course, the instructor strives to stimulate a greater appreciation for a multicultural world. Students are encouraged to continue their education in the area of multicultural education and counseling on an ongoing basis, since cultural concerns are impacted by the passage of time and changing world events. Recommendations for continuing education include: participation or attendance at conferences and workshops, reading professional books and journal articles, and staying up-to-date on current events.

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Appendix A

Counseling the Culturally and Ethnically Different
Course Syllabus

Development of counseling skills and strategies based upon the special needs and characteristics of the culturally and ethnically different client.

Objectives

The student will be assisted to:

1. Develop a multicultural perspective of counseling.
2. Understand barriers to effective multicultural counseling.
3. Become familiar with current issues and concepts in multicultural counseling.
4. Develop skills and strategies to counsel specific populations.
5. Apply theoretical concepts to multicultural counseling.

Requirements

1. Class attendance and participation.
2. Reading of required and recommended texts and articles.
3. Critique multicultural journal research articles.
4. Develop and present a critical incident involving a culturally-different client.
5. Interview a culturally-different person.
6. Complete the final examination.

Activities

1. Lectures and discussion.
2. Article analyses (20% of grade). Identify two articles on multicultural counseling. For each of these articles:
   a) Provide a complete APA style citation of the work on the critique and on a photocopy of the article.
   b) Develop a brief overview of the aritcle (2 to 5 typed, double-spaced pages). Also, explain how the information in the article has affected how you think as a professional and as a person. Give your reaction to and opinion about the material presented and ways you could apply the material personally and professionally. Be specific.

c) Hand in a legible photocopy of the article with the critique. Make sure the complete reference citation is also on the photocopied article.
d) You may not use an article from the final examination study guide for these analyses.

3. Critical incident (20% of grade). Each student will develop and present a critical incident which will be an account of an intercultural interaction whose outcome was problematic. In developing your critical incident refer to the following guidelines:
a) The situation or incident should present an area of conflict of cultures, values, standards or goals.
b) The situation should be one where the solution is not obviously apparent, or where there might be considerable controversy regarding the most appropriate or effective action to be taken (depending on one's background and philosophy).
c) Type your account: 1-2 single-spaced pages.
d) Make copies for class members and instructor.
e) Make a 10 minute presentation to the class. The class discussion should include the conditions under which the situation occurred and the action that was taken.

4. Make a 20 to 30 minute taped interview with an individual who is culturally different (20% of grade) . Interview guidelines will be provided.

5. Complete the final examination (40% of grade; essay format). A study guide will be provided. This is an open book exam to be completed outside of class. You must include the following materials in your answers: the textbook, lecture material and the final examination study guide (you may include additional material if you like); reference all materials utilized in APA format. The exam must be typed and double-spaced with one inch margins.

Course Outline

I. Developing cross-cultural awareness.

II. Counseling Hispanics.

III. Counseling African-Americans.

IV. Counseling Asian-Americans.

V. Counseling Native American Indians.

VI. Counseling Women.

VII. Counseling Gays and Lesbians.

## Final Examination Study Guide

Recommendations:

The final exam consists of five essay questions listed below.

You must use your notes, textbook and the materials listed on this study guide. The materials listed on this study guide have been placed on reserve in the library for your convenience. You may use additional resources if you wish. This is a take-home, open-book exam. You may begin working on it now. It will be due at the end of the semester.

You may not gain assistance from any other class member. Do your own work. The consequence for violating this honor system is a failing grade on the final exam.

Record your answers in essay-response format. Type and double-space your responses. Cite all references in APA format. Include a bibliography at the end.

Your grade will be based on two dimensions: 1) a minimal competency of expected content; and 2) relative to the responses of your peers in the class. Thus, I suggest you do as well as possible.

Question #1:

Outline and discuss the stages of development for cross-cultural awareness of a minority and a majority individual as presented by Carole Christensen (1989).

Source:

Christensen, Carole (1989). Cross-cultural awareness development: A conceptual model. Counselor Education and Supervision, 28, 270-289.

Question #2:

Outline and discuss the six phases of counseling in a cross-cultural setting as presented by Elsie Smith (1985).

Source:

Smith, Elsie (1985). Ethnic minorities: Life, stress, social support, and mental health issues. The Counseling Psychologist, 13, (4), 537-579.

Question #3:

Present and discuss the major socio-cultural issues and recommended counseling strategies related to the following ethnic minority culture groups: African-American, Hispanic (Mexican-Americans, Puerto Ricans, Cubans, etc.), Asian-American, and Native-American Indian.

Sources:

Textbook, Lectures, Readings

Jones, E. (1987). Psychotherapy and counseling with Black clients. In P. Pedersen (Ed.), Handbook of cross-cultural counseling and therapy. (pp. 173-179). New York: Praeger.

Padilla, A., & De Snyder, N. (1987). Counseling Hispanics. In P. Pedersen (Ed.), Handbook of cross-cultural counseling and therapy (pp. 157-164). New York: Praeger.

Sue, D., & Sue, D. (1987). Asian-Americans and Pacific Islanders. In P. Pedersen (Ed.), Handbook of cross-cultural counseling and therapy (pp. 141-146). New York: Praeger.

Trimble, J. E., & Lafromboise, T. (1987). American Indians and thecounseling process: Culture, adaptation, and style (pp. 127-133). In P. Pedersen (Ed.), Handbook of cross-cultural counseling and therapy. New York: Praeger.

Question #4:

Present and discuss the major socio-cultural issues and recommended counseling strategies related to the following non-ethnic minority culture groups: Women, Gays, and Lesbians.

Sources:

Lectures, Readings

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Question #5:

Discuss the major points presented in the social psychology of cross-cultural counseling by Otto Klineberg (1987).

Source:

Klineberg, O. (1987). The social psychology of cross-cultural counseling. In P. Pedersen (Ed.), Handbook of cross-cultural counseling and therapy (pp. 29-35). New York: Praeger.

## Appendix B

### Critical Incident Example

Rosa Valdez, a seventeen-year-old Hispanic student with a better-than-average school record, has been referred because she has expressed a desire to drop out of school. During the first interview, she seemed to be very reluctant to express her feelings to the school counselor, who is an Anglo male. After a few more interviews, Rosa reveals that she is being pressured by her family to drop out partly because they feel that she is needed to help the family. She would really like to stay in school, but is afraid of angering her parents, who want her to go to work. The counselor encourages Rosa to arrange a meeting between the counselor and her parents, which Rosa does, hesitantly.

Rosa's father spoke enough English to be able to communicate with the counselor, who spoke no Spanish, but the mother could not speak any English. Rosa was also present at the meeting, but spent the entire time looking at the floor or her parents. The counselor pointed out that Rosa had a very good school record and only the remainder of that school year and the next school year to go before she would graduate. Her father indicated that did not matter to him, and that he wanted Rosa out of the school now.

As a consultant to this situation what would you recommend the counselor do next or might have done differently?

Appendix C

**MULTICULTURAL COUNSELING ISSUES**
**GENERAL**

| | |
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| | Aboud, F. E., & Skerry, S. A. (1984). The development of ethnic attitudes. Journal of Cross-Cultural Psychology, 15(1), 3-34.<br><br>Ahia, C. E. (1984). Cross-cultural counseling concerns. The Personnel and Guidance Journal, 62(2), 339-341.<br><br>Althen, G. (1991). Some help and some myths. The Counseling Psychologist, 19(1), 62-65.<br><br>Atkinson, D. R., & Hackett, G. (Eds.) (1988). Counseling non-ethnic American minorities. Springfield, IL: Charles C. Thomas.<br><br>Atkinson, D. R., Morten, G., & Sue, D. W. (1983). Counseling American minorities. Dubuque, IA: Wm. C. Brown.<br><br>Atkinson, D. R., Poston, W. C., Furlong, M. J., & Mercado, P. (1989). Ethnic group preferences for counselor characteristics. Journal of Counseling Psychology, 36(1), 68-72.<br><br>Bolton-Brownee, A. (1987). Issues in multicultural counseling. (Report No. CG-019-804). Ann Arbor, MI: University of Michigan, School of Education. (ERIC Document Reproduction Service No. ED 279 995) |
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Grant, C. A. (1990). Desegregation, racial attitudes, and intergroup contact: A discussion of change. Phi Delta Kappan, 72(1), 25-32.

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## ETHNIC MINORITY ISSUES
## AFRICAN AMERICAN

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Japanese American

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Southeast Asian American

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| Children | Daly, S., & Carpenter, M. D. (1985). Adjustment of Vietnamese refugee youths: A self-report. Psychology Reports, 56, 971-976. |
| Family | Dung, T. N. (1984). Understanding Asian families: A Vietnamese perspective. Children Today, 13, 10-12. |

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| Family | Ganesan, S., Fine, S., & Lin, T. Y. (1989). Psychiatric symptoms in refugee families from South East Asia: Therapeutic challenges. American Journal of Psychotherapy, 63(2), 218-228. |
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| | Rosser-Hogan, R. (1990). Making counseling culturally appropriate: Intervention with a Montagnard refugee. Journal of Counseling and Development, 68, 443-445. |
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**EAST INDIAN/MIDDLE EAST**

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| Women | Moghaddam, F. M., Ditto, B., & Taylor, D. M. (1990). Attitudes and attributions related to psychological symptomatology in Indian immigrant women. Journal of Cross-Cultural Psychology, 21(3), 335-350. |
| Children | Ohja, H., & Sah, B. (1990). Personality and socio-familial correlated of conservatism in Indian youth. International Journal of Psychology, 25(3), 295-304. |
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## HISPANIC AMERICAN/GENERAL

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| Career | Arbona, C. (1990). Career counseling research and Hispanics: A review of the literature. The Counseling Psychologist, 18(2), 300-323. |
| Family | Bernal, G., & Flores-Ortiz, Y. (1982). Latino families in therapy: Engagement and evaluation. Journal of Marital and Family Therapy, 8(3), 357-365. |
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| | Vigil, J. D. (1980). From Indians to Chicanos. St. Louis: C. V. Mosley. |

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| | Casas, J. M., Ponterotto, J. G., & Sweeney, M. (1987). Stereotyping the stereotyper: A Mexican American perspective. Journal of Cross-Cultural Psychology, 18(1), 45-57. |
| Family | Falicov, C. J., & Karrer, B. M. (1984). Therapeutic strategies for Mexican-American families. International Journal of Family Therapy, 6(1), 18-30. |
| | Hoppe, S. K., & Martin, H. W. (1986). Patterns of suicide among Mexican Americans and Anglos, 1960-1980. Social Psychiatry, 21, 83-88. |
| School | Kunkel, M. A. (1990). Expectations about counseling in relation to acculturation in Mexican-American and Anglo-American student samples. Journal of Counseling Psychology, 37(3), 286-292. |
| | Mendoza, R. H. (1989). An empirical scale to measure type and degree of acculturation in Mexican-American adolescents and adults. Journal of Cross-Cultural Psychology, 20(4), 372-385. |
| Family | O'Guinn, T. C., Imperia, G., & MacAdams, E. A. (1987). Acculturation and perceived family decision-making input among Mexican American wives. Journal of Cross-Cultural Psychology, 18(1), 78-92. |
| | Ponce, F. Q., & Atkinson, D. R. (1989). Mexican-American acculturation, counselor ethnicity, counseling style, and perceived counselor credibility. Journal of Counseling Psychology, 36(2), 203-208. |
| Theory | Ponterotto, J. G. (1987). Counseling Mexican Americans: A multimodal approach. Journal of Counseling and Development, 65, 308-311. |
| | Taussig, I. M. (1987). Comparative responses of Mexican Americans and Anglo-Americans to early goal setting in a public mental health clinic. Journal of Counseling Psychology, 34(2), 214-217. |

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| Elderly | Zuniga, M. E. (1989). Mexican-American elderly and reminiscence: Interventions. Journal of Gerontological Social Work, 14(3/4), 61-73. |

Puerto Rican

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| Adolescents | Malgady, R. C., Rogler, L. H., & Costantino, G. (1990). Hero/heroine modeling for Puerto Rican adolescents: A preventive mental health intervention. Journal of Counseling and Clinical Psychology, 58(4), 469-474. |
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INTERNATIONAL STUDENTS/INTERNATIONAL COUNSELING

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## NON-ETHNIC MINORITY ISSUES
## DISABLED/PHYSICALLY CHALLENGED

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| Family | Buscaglia, L. (1975). The disabled and their parents: A counseling challenge. Thorofare, NJ: Charles B. Slack. |

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| | Goodyear, R. K. (Ed.). (1989). Counseling persons with disabilities: 10-year update [Special issue]. Journal of Counseling and Development, 68(2). |
| | Hulnick, M. R., & Hulnick, R. (1989). Life's challenges: Curse or opportunity? Counseling families of persons with disabilities. Journal of Counseling and Development, 68, 166-170. |
| Theory | Livneh, H., & Sherwood, A. (1991). Application of personality theories and counseling strategies to clients with physical disabilities. Journal of Counseling and Development, 69, 525-538. |
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| Family | Slade, J. C. (1988). Why siblings of handicapped children need the attention and help of the counselor. The School Counselor, 36(2), 107-111. |
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**ELDERLY**

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| Career | Clark, R. L. (1988). The future of work and retirement. Research on Aging, 10(2), 169-193.<br><br>Gibbs, J. T. (1989). Cultural mismatch sabotages therapy. Behavior Today, 20(32), 3-5. |
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| Family | Brown, L. S. (1989). Lesbians, gay men, and their families: Common clinical issues. Journal of Gay and Lesbian Psychotherapy, 1(1), 65-77. |
| | Buhrke, R. A. (1989). Incorporating lesbian and gay issues into counselor training: A resource guide. Journal of Counseling and Development, 68, 77-80. |
| | Buhrke, R. A. (1989). Female student perspectives on training in lesbian and gay issues. The Counseling Psychologist, 17(4), 629-636, |
| Asian American | Chan, C. S. (1989). Issues of identity development among Asian-American lesbians and gay men. Journal of Counseling and Development, 68, 16-20. |
| | Clark, D. (1977). Loving someone gay. New York: Signet. |
| Adolescent | Coleman, E., & Remafedi, G. (1989). Gay, lesbian, and bisexual adolescents: A critical challenge to counselors. Journal of Counseling and Development, 68, 36-40. |
| | D'Augelli, A. R. (1989). The development of a helping community for lesbians and gay men: A case study in community psychology. The Journal of Community Psychology, 17, 18-28. |
| Family/ Rural | D'Augelli, A. R., & Hart, M. H. (1987). Gay women, men, and families in rural settings: Toward the development of helping communities. American Journal of Community Psychology, 15(1), 79-93. |
| Career | Etringer, B. D., Hillerbrand, E., & Hetherington, C. (1990). The influence of sexual orientation on career decision-making: A research note. Journal of Homosexuality, 19(4), 103-111. |
| Family | Fairchild, B., & Hayward, N. (1979). Now that you know: What every parent should know about homosexuality. New York: Harcourt Brace Jovanovich. |

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| Religion Spirituality | Fortunato, J. E. (1982). Embracing the exile: Healing journeys of gay Christians. New York: The Seabury Press.<br><br>Goodyear, R. (Ed.). (1989). Gay, lesbian, and bisexual issues in counseling [Special issue]. Journal of Counseling and Development, 68(1).<br><br>Gramick, J. (1983). Homophobia: A new challenge. Social Work, 28(2), 137-141.<br><br>Hanley-Hackenbuick, P. (1989). Psychotherapy and the "coming out" process. Journal of Gay and Lesbian Psychotherapy, 1(1), 21-39.<br><br>Herek, G. M. (1989). Hate crimes against lesbians and gay men. American Psychologist, 44(6), 948-955.<br><br>Herek, G. M. (1990). Gay people and government security clearances. American Psychologist, 45(9), 1035-1042.<br><br>Iasenza, S. (1989). Some challenges of integrating sexual orientations into counselor training and research. Journal of Counseling and Development, 68, 73-76. |
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| Religion Spirituality | Nugent, R. (Ed.). (1983). A challenge to love: Gay and lesbian Catholics in the church. New York: Crossroad. |
| | Parr, D. W. (1988). Helping can hurt. Journal of Counseling and Development, 67, 107. |
| African American | Poussaint, A. F. (1990, September). An honest look at black gays and lesbians. Ebony, pp. 124-131. |
| | Ritter, K. Y., & O'Neill, C. W. (1989). Moving through loss: The spiritual journey of gay men and lesbian women. Journal of Counseling and Development, 68, 9-15. |
| | Rudolph, J. (1988). Counselors' attitudes toward homosexuality: A selective review of the literature. Journal of Counseling and Development, 67, 165-168. |
| | Rudolph, J. (1989). Effects of a workshop on mental health practitioners' attitudes toward homosexuality and counseling effectiveness. Journal of Counseling and Development, 68, 81-85. |
| Adolescent | Slater, B. R. (1988). Essential issues in working with lesbian and gay male youths. Professional Psychology: Research and Practice, 19(2), 226-235. |
| Theory | Stein, T. S. (1988). Theoretical considerations in psychotherapy with gay men and lesbians. Journal of Homosexuality, 15, 75-93. |
| | Stone, G. L. (Ed.). (1991). Counseling lesbian women and gay men [Special issue]. The Counseling Psychologist, 19(2). |
| Family | Strommen, E. F. (1989). "You're a what?": Family member reactions to the disclosure of homosexuality. Journal of Homosexuality, 18(1-2), 37-58. |

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| Adolescent | Sullivan, T., & Schneider, M. (1987). Development and identity issues in adolescent homosexuality. Child and Adolescent Social Work, 4, 13-24. |
| | Swetnam, A. J. (1989). Inside the invisible minority. Chicago: Parkside. |
| Family | Switzer, D. K., & Switzer, S. (1980). Parents of the homosexual. Philadelphia, PA: The Westminister Press. |
| Adolescent | Wakelee-Lynch, J. (1989). Gay and lesbian youths face danger and isolation. Guidepost, 32(5), 1-7. |
| | Wells, J. W. (1989). Teaching about gay and lesbian sexual and affectional orientation using explicit films to reduce homophobia. Journal of Humanistic Education and Development, 28, 18-34. |
| | Wolf, T. J. (1987). Group psychotherapy for bisexual men and their wives. Journal of Homosexuality, 14, 192-199. |
| | Woodman, N. J. (1989). Mental health issues of relevance to lesbian women and gay men. Journal of Gay and Lesbian Psychotherapy, 1(1), 53-63. |
| Religion Spirituality | Woods, R. (1978). Another kind of love: Homosexuality and spirituality. Garden City, NY: Doubleday. |
| Family | Wyers, N. L. (1987). Homosexuality in the family: Lesbian and gay spouses. Social Work, 32(2), 143-147. |

## GAY MEN ISSUES

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| | Beane, J. (1981). "I'd rather be dead than gay": Counseling gay men who are coming out. Journal of Counseling and Development, 60, 222-226. |
| | George, K. D., & Behrendt, A. E. (1987). Therapy for male couples experiencing relationship problems and sexual problems. Journal of Homosexuality, 14, 77-88. |
| | Goohros, H. L. (1978, Winter). Counseling gay husbands. Journal of Sex Education and Therapy, pp. 6-10. |
| | Gumaer, J. (1987). Understanding and counseling gay men: A developmental perspective. Journal of Counseling and Development, 66, 144-146. |
| Career | Hetherington, C., Hillerbrand, E., & Etringer, B. D. (1989). Career counseling with gay men: Issues and recommendations for research. Journal of Counseling and Development, 67, 452-454. |
| | Hopcke, R. H. (1990). Counseling across sexual orientation: A gay male therapist reflects on his work with heterosexual clients. Journal of Mental Health Counseling, 12(2), 222-224. |
| Religion Spirituality | Perry, T. (1972). The lord is my shepherd and he knows I'm gay. Los Angeles: Nash. |
| | Pincu, L. (1989). Sexual compulsivity in gay men: Controversy and treatment. Journal of Counseling and Development, 68, 63-66. |

## LESBIAN ISSUES

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| | Barrett, M. B. (1989, September). Double lives: What it's like to be lesbian today. Glamour, pp. 316, 359. |
| | Browning, C., Reynolds, A. L., & Dworkin, S. H. (1991). Affirmative psychotherapy for lesbian women. The Counseling Psychologist, 19(2), 177-196. |
| | Burns, J. (1990). The translation of knowledge between client and therapist concerning lesbian sexuality: All you wanted to know about lesbian sex and were scared to ask. Counseling Psychology Quarterly, 3(4), 383-387. |
| | Falco, K. L. (1991). Psychotherapy with lesbian clients: Theory into practice. New York: Brunner/Mazel. |
| Family/ Legal | Falk, P. J. (1989). Lesbian mothers: Psychosocial assumptions in family law. American Psychologist, 44(6), 941-947. |
| Career | Hetherington, C., & Orzek, A. (1989). Career counseling and life planning with lesbian women. Journal of Counseling and Development, 68, 52-57. |
| | Kingdom, M. (1979). Lesbians. The Counseling Psychologist, 8, 44-45. |
| | Morrow, S. L., & Hawxhurst, D. M. (1989). Lesbian partner abuse: Implications for therapists. Journal of Counseling and Development, 68, 58-62. |
| Family | Murphy, B. C. (1989). Lesbian couples and their parents: The effects of perceived parental attitudes on the couple. Journal of Counseling and Development, 68, 46-51. |
| | Renzetti, C. M. (1988). Violence in lesbian relationships: A preliminary analysis of causal factors. Journal of Interpersonal Violence, 3(4), 381-399. |
| | Rothblum, E. D., & Cole, E. (Eds.). (1988). Lesbianism: Affirming nontraditional roles [Special issue]. Women and Therapy, 8(1/2). |

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| Theory | Sang, B. E. (1989). New directions in lesbian research, theory, and education. Journal of Counseling and Development, 68, 92-96.<br><br>Sophie, J. (1982). Counseling lesbians. Personnel and Guidance Journal, 60, 341-345.<br><br>Sophie, J. (1987). Internalized homophobia and lesbian identity. Journal of Homosexuality, 14(1/2), 53-65. |

CLIENTS WITH AIDS

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| | Barret, R. L. (1989). Counseling gay men with AIDS: Human dimensions. Journal of Counseling and Development, 67, 573-575. |
| Legal/ Ethics | Bernstein, B. E. (1990). AIDS: Confidentiality vs. disclosure. TACD Guidelines, 38(10), 3. |
| Hispanic | Carballo-Dieguez, A. (1989). Hispanic culture, gay male culture, and AIDS: Counseling implications. Journal of Counseling and Development, 68, 26-30.<br><br>Child, R., & Getzel, G. S. (1990). Group work with inner city persons with AIDS. Social Work with Groups, 12(4), 65-80.<br><br>Croteau, J. M., & Morgan, S. (1989). Combating homophobia in AIDS education. Journal of Counseling and Development, 68, 86-91.<br><br>Day, N. A. (1990). Training providers to serve culturally different AIDS patients. Family and Community Health, 13(2), 46-53.<br><br>Fuller, R. L., Geis, S. B., & Rush, J. (1988). Lovers of AIDS victims: A minority group experience. Death Studies, 12, 1-7. |

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| Legal/ Ethics | Gray, L. A., & Harding, A. K. (1988). Confidentiality limits with clients who have the AIDS virus. Journal of Counseling and Development, 66, 219-223. |
| Legal/ Ethics | Lamb, D. H., Clark, C., Drumheller, P., Frizzell, K., & Surrey, L. (1989). Applying Tarasoff to AIDS-related psychotherapy issues. Professional Psychology: Research and Practice, 20(1). 37-43. |
| | Martin, D. J. (1989). Human immunodeficiency virus infection and the gay community: Counseling and clinical issues. Journal of Counseling and Development, 68, 67-72. |
| | Price, R. E., Omizo, M. M., & Hammett, V. L. (1986). Counseling clients with AIDS. Journal of Counseling and Development, 65, 96-97. |
| | Rudolph, J. (1989). The impact of contemporary idealogy and AIDS on the counseling of gay clients. Counseling and Values, 33(2), 96-108. |
| | Russell, T. G. (1989). AIDS education, homosexuality, and the counselor's role. The School Counselor, 36, 333-337. |
| | Sherr, L., Davey, T., & Strong, C. (1991). Counseling implications of anxiety and depression in AIDS and HIV infection: A pilot study. Counseling Psychology Quarterly, 4(1), 27-35. |
| | Stone, G. L. (Ed.). (1991). Counseling the HIV-infected client [Special issue]. The Counseling Psychologist, 19(4). |
| | Williams, L., & Hopps, J. (1988). Acquired immunodeficiency syndrome and minorities: Policy perspectives. Journal of Social Work and Human Sexuality, 6(2), 37-53. |

## JEWISH ISSUES

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| Marriage | Gleckman, A. D., & Streicher, P. J. (1990). The potential for difficulties with Jewish intermarriage: Interventions and implications for the mental health counselor. Journal of Mental Health Counseling, 12(4), 480-494.<br><br>Kaufman, G., & Raphael, L. (1987). Shame: A perspective on Jewish identity. Journal of Psychology and Judaism, 11(1), 30-39.<br><br>Weinrach, S. G. (1990). Personally speaking: A psychosocial look at the Jewish dilemma. Journal of Counseling and Development, 68, 548-549.<br><br>Wikler, M. (1986). Pathways to treatment: How orthodox Jews enter therapy. Social Casework: The Journal of Contemporary Social Work, 67(2), 113-118. |

## RURAL ISSUES

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| Family | Beach, B. A. (1987). Time use in rural home-working families. Family Relations, 36, 412-416.<br><br>Bergland, B. (1988). Rural mental health: Report of the national action commission on the mental health of rural Americans. Journal of Rural Community Psychology, 9(2), 29-39. |
| Marriage | Bokemeier, J., & Maurer, R. (1987). Marital quality and conjugal labor involvement of rural couples. Family Relations, 36, 417-424.<br><br>Ferguson, S. B., & Engels, D. W. (1989). American farmers: Workers in transition. The Career Development Quarterly, 37(3), 240-248. |

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| | Hansen, M. M., & Resick, L. K. (1990). Health beliefs, health care, and rural Appalachian subcultures from an ethnographic perspective. Family and Community Health, 13(1), 1-10. |
| | Korte, C. (1980). Urban-nonurban differences in social behavior and social psychological models of urban impact. Journal of Social Issues, 36(3), 29-51. |
| Adolescent | Sarigiani, P. A., Wilson, J. L., Petersen, A. C., & Vicary, J. R. (1990). Self-image and educational plans of adolescents from two contrasting communities. Journal of Early Adolescence, 10(1), 37-55. |
| | Stumbo, C. (1989). Teachers and teaching. Harvard Educational Review, 59(1), 87-97. |
| | Waltman, G. H. (1986). Main street revisited: Social work practice in rural areas. Social Casework: The Journal of Contemporary Social Work, 67(8), 466-474. |
| | Witt, L. A. (1989). Urban-nonurban differences in social cognition: Locus of control and perceptions of a just world. The Journal of Social Psychology, 129(5), 715-717. |
| Adolescent | Woodard, J. C., & Frank, B. D. (1988). Rural adolescent loneliness and coping strategies. Adolescence, 23(91), 559-565. |
| Children | Zimbelman, K. (1987). Locus of control and achievement orientation in rural and metropolitan youth. Journal of Rural Community Psychology, 8(2), 50-55. |

## WOMEN'S ISSUES

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| Sexual Abuse | Bass, E., & Davis, L. (1988). The courage to heal: A guide for women survivors of child sexual abuse. New York: Harper & Row.<br><br>Bem, S. L. (1974). The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 42(2), 155-162. |
| Career | Betz, N. E. (1989). Implications of the null environment hypothesis for women's career development and for counseling psychology. The Counseling Psychologist, 17(1), 136-144.<br><br>Born, M., Bleichrodt, N., & Van Der Flier, H. (1987). Cross-cultural comparison of sex-related differences on intelligence tests. Journal of Cross-Cultural Psychology, 18(3), 283-314.<br><br>Broverman, I. K., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S., & Vogel, S. R. (1970). Sex-role stereotypes and clinical judgments of mental health. Journal of Counseling and Clinical Psychology, 34(1), 1-7.<br><br>Budish, A. D. (1990, July). When bosses overprotect women: The new sex bias? Family Circle, pp. 44-48. |
| Legal/ Ethics | Cayleff, S. E. (1986). Ethical issues in counseling gender, race, and culturally distinct groups. Journal of Counseling and Development, 64, 345-347.<br><br>Costin, F., & Schwarz, N. (1987). Beliefs about rape and women's social roles. Journal of Interpersonal Violence, 2(1), 46-56.<br><br>Devoe, D. (1990). Feminist and nonsexist counseling: Implications for the male counselor. Journal of Counseling and Development, 69, 33-36.<br><br>Dworkin, S. (1984). Traditionally defined client, meet feminist therapist: Feminist therapy as attitude change. The Personnel and Guidance Journal, 62, 301-305. |

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| College | Ellickson, J. L., & Latona, J. R. (1990). Balancing personal and professional lives: The unique concerns of graduate women. Women and Therapy, 9(4), 37-47. |
| Theory | Enns, C. Z. (1987). Gestalt therapy and feminist therapy: A proposed integration. Journal of Counseling and development, 66, 93-95. |
| | Fierman, J. (1990, July). Why women still don't hit the top. Fortune, pp. 40-62. |
| | Fitzgerald, L. F., & Nutt, R. (1986). The division 17 principles concerning the counseling/psychotherapy of women: Rationale and implementation. The Counseling Psychologist, 14(1), 180-216. |
| | Fouad, N. A., & Fahje, K. K. (1989). An exploratory study of the psychological correlates of infertility on women. Journal of Counseling and Development, 68, 97-101. |
| | Freeman, J. (Ed.). (1989). Women: A feminist perspective (4th ed.). Mountain View, CA: Mayfield. |
| Career | Freidenberg, J., Imperiale, G., & Skovron, M. L. (1988). Migrant careers and well-being of women. International Migration Review, 22(2), 208-225. |
| Adolescent | George, V. D. (1986). Talented adolescent women and the motive to avoid success. Journal of Multicultural Counseling and Development, 14(3), 132-139. |
| | Gillgan, C. (1979). Woman's place in man's life cycle. Harvard Educational Review, 49(4), 431-446. |
| | Gutierrez, L. M. (1990). Working with women of color: An empowerment perspective. Social Work, 35(2), 149-152. |
| Career | Haring-Hidore, M. (1987). Mentoring as a career enhancement strategy for women. Journal of Counseling and Development, 66, 147-148. |

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| Religion Spirituality | Heggen, C. H., & Long, V. O. (1991). Counseling the depressed Christian female client. Counseling and Values, 35, 128-135. |
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